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Inquiry into special reading programs in secondary schools in selected cities in the United States dealing with reading problems associated with the content areas

Adele S. Vollmer

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AN INQUIRY INTO SPECIAL READING PROGRAMS IN SECONDARY
SCHOOLS IN SELECTED CITIES IN THE UNITED
STATES DEALING WITH READING
PROBLEMS ASSOCIATED WITH
THE CONTENT AREAS

CARDINAL STRITCH COLLEGE
LIBRARY
Milwaukee, Wisconsin

by
Adele S. Vollmer

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION
(READING SPECIALIST)

At the Cardinal Stritch College
Milwaukee, Wisconsin

1973

This research paper has been
approved for the Graduate Committee
of the Cardinal Stritch College by

Sister Marie Colette, O.S.F.
(Adviser)

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Living in a technological age seems to have put increasing pressure on students to acquire a far greater degree of mastery in subject areas than has previously been necessary.¹ Larger numbers of students are remaining in school for longer periods of time. It can be understood quite easily, therefore, that learning deficiencies of these students have become increasingly evident. With more materials coming into classrooms, students today are being forced to cover more ground in the same or even less time than students of even just a decade ago.

Evidence of deficient reading skills among large numbers of students in the secondary schools is the cause of much concern. The need for such skills has been increasing with the passage of each year.

Today, reading skills are a critical element in every area of human endeavor and to every segment of society. Perhaps they may have the most relevance to those individuals who share two characteristics:

¹Philip J. Rutledge, "The Relevance of Reading to the Technological Revolution," Reading and Revolution: The Role of Reading in Today's Society, ed. by Dorothy M. Dietrich and Virginia H. Mathews, Perspectives in Reading No. 13 (Newark, Delaware: International Reading Association, 1970), p. 11.

being out of school, whether as teenagers who have recently dropped out or as adults who never attended school, and being illiterate or functioning on such a low level as to be excluded from holding any but the most menial jobs. . . .¹

Attempts to determine the causes of reading deficiencies among young people of high school age are of little value in finding ways to cure these faults. Prevention is more important in the early years of the educational ladder. The most pressing need at the secondary level is some kind of cure. More to the point would be the development of specific programs in the secondary school curricula designed to improve students' reading ability. Programs of varying design have been utilized. The trend today is toward giving more attention to the development of reading and study skills needed in the various content areas.

Statement of the Problem

The writer has recently become involved with a broad-based reading improvement program known as the CAST Program (Content Area Support Team) which was initiated at Riverside High School in Milwaukee, Wisconsin, at the beginning of the second semester of the 1971-72 school year. This program is designed to assist content area teachers to teach the reading skills needed in their fields.

The purpose of this paper was to report on special

¹Catherine E. White, "Imagine Tomorrow," Ibid., pp. 45-46.

programs which have been implemented in secondary schools to deal with reading problems associated with the content areas. Since the CAST Program was in operation for a period of five months before the writing of this paper, several questions developed as to the best procedures to be followed in the implementation of a program such as this. Among those questions were the orientation of the staff, faculty and students in the use of the CAST Program, both as to referral of students to it for individual help and the best ways the reading resource teachers could help classroom teachers. It was hoped that this study of special programs to help teachers in teaching reading in the content areas would result in suggestions for practices which might be incorporated in the CAST Program.

Scope and Limitations

The data for this study were secured through the use of a questionnaire developed by the writer and sent to the individuals in charge of the secondary reading programs in the thirty-nine cities in the United States which had populations of 350,000 or more based on the 1970 census. These cities were identified by consulting Patterson's American Education, 1971,¹ at the Central Public Library in Milwaukee, Wisconsin. The objective of the questionnaire was to secure information on programs designed to assist teachers in teaching reading and study skills appropriate to high school subjects.

¹Patterson's American Education, 1971, (Mount Prospect, Illinois, Educational Directories, Inc.)

Milwaukee was excluded from this study because the CAST Program, with which the writer is associated, is presently the only such program in the Milwaukee public schools.

CHAPTER II

REVIEW OF LITERATURE RELATED TO TEACHING READING IN THE CONTENT AREAS IN SENIOR HIGH SCHOOLS

Historical Background of Secondary School Reading Programs

The development of interest in helping more people in this country become better readers parallels the evolution of its culture from the simple agrarian society of colonial times to the technologically oriented society of today's life. Unlike the attitude in our earlier days that reading skills were important only to the wealthy or the clergy, today it is felt that literacy is an urgent need for ninety-nine per cent of our society.

According to Nila Banton Smith, scientific studies of reading began in Europe about the middle of the nineteenth century. The influence of these European investigations spread to the United States, and by 1910 a total of thirty-four studies had been reported by investigators in England and the United States.¹ The first professional book written on the subject of reading was The Psychology and Pedagogy of Reading, by Huey, which was published in 1908.²

¹Nila Banton Smith, "Reading: Seventy-Five Years of Progress," Reading: Seventy-Five Years of Progress, ed. by H. Alan Robinson (The University of Chicago Press, 1966), p. 3.

²Ibid., p. 4.

The period from 1915 to 1925 was characterized by the introduction of several innovations. One was the use of reading tests which was initiated by Gray in 1915 through the publication of The Gray Standardized Oral Reading Paragraphs.¹ Another innovation was introduced during this same period; this was the idea that reading rate could be improved through practice. Accompanying this innovation was the switch from emphasis on oral reading to silent reading.²

During the decade from 1925 to 1935, the emphasis was placed on remedial reading. This was the period when attempts were made to find causes for reading disabilities in physical deficiencies. For example, Orton, a physician, advanced the theory of cerebral dominance.

. . . According to this theory Dr. Orton associated causes of reading deficiency with left or mixed laterality--handedness, eyedness and footedness. Orton also added a new word to the remedial reading vocabulary--strephosymbolia, meaning twisted symbols.³

The term "reading readiness" also appeared during this same decade although the readiness concept had been evolving during preceding centuries.⁴ It is interesting to note that although the use of readiness techniques has been accepted practice in the primary and elementary levels, it has not yet been given the same emphasis in secondary school teaching.

¹Ibid., p. 5.

²Ibid., p. 6.

³Wila Banton Smith, American Reading Instruction, (Newark, Delaware: International Reading Association, 1965) pp. 257-258.

⁴Ibid., p. 259.

The period of 1935 to 1950 was dominated by world conflict which resulted in only limited attempts to improve the teaching of reading. The need to improve reading instruction, however, was made very clear by the discovery that "thousands of young men in the military service could not read well enough to follow the simple printed instructions for camp life."¹ An important development following the end of the war was the placement of more emphasis on the teaching of reading in high schools and colleges. The National Education Association published a bulletin called Reading Instruction in the Secondary School, and the National Society for the Study of Education devoted Part II of its Forty-Eighth Yearbook to the study of high school and college reading.²

Another significant effect of these war-torn years was the expansion of the purposes for teaching reading to equipping "individuals with skills they need to live effectively in a world seething with problems."³ This facet has received increased attention during the past two decades. There is no doubt that there is a feeling of urgency about the improvement of reading skills which is related to the explosion of knowledge and the technological revolution which have earmarked the modern period. The government in this

¹Ibid., p. 270.

²Ibid.

³Nila Banton Smith, "Reading: Seventy-Five Years of Progress," Reading: Seventy-Five Years of Progress, ed. by Robinson, p. 8.

country has become increasingly involved in attempts to find solutions to the problems of illiteracy through the provision of funds to finance research, the purchase of remedial reading materials, the equipping of remedial reading centers, and the setting up of the "Right to Read" program.

Early senior high school reading instruction was concerned solely with the literary and oratorical values in the study of literature. Not much attention was given to the development of reading skills until the 1930's when it was felt "that reading should be taught in all terms of elementary and secondary school and that all pupils of all levels of ability from the slow to the brilliant should have training to develop reading skills."¹ The teaching of these skills has usually been confined to developmental reading classes attended by only a small percentage of the total number of students enrolled in a particular high school, or reading improvement classes which involve an even smaller number of students who have been identified as retarded readers.

The trend today has been to involve more of the content area teachers in an attempt to improve the instruction of high school students in reading skills. However, some content area teachers have had difficulty in understanding and accepting this concept. The experience of many individuals who are involved in attempting to implement this philosophy in senior high school reading approaches is summarized in the following

¹Walter J. Moore, "What Does Research in Reading Reveal--About Reading in the Content Fields?" English Journal, XLVIII (May, 1969), 708.

statement:

As the instructional reading needs of secondary school students are discovered and categorized, it becomes increasingly apparent that to meet these needs all content area teachers must include developmental reading instruction in their curriculums. Currently, the attitudes of many secondary school teachers are not positive toward incorporating reading instruction into their content area courses. They often perceive reading instruction as the responsibility of the elementary school only. Students who exhibit the ability to recognize and analyze words are often considered by secondary teachers to be competent readers whether or not they are able to comprehend and utilize their reading at higher levels. Secondary teachers who do acknowledge students' limited functioning at higher cognitive and affective levels, often lack knowledge about specific instructional practices that may be employed in content area classes to overcome these limitations.¹

Development of Procedures and Program Designs
for the Teaching of Reading Skills Through the
Content Areas in Senior High Schools

The body of literature relative to the teaching of reading skills through the subject areas is extensive. Therefore, the writer intended to limit the examination of such literature to studies giving specific details of programs which employed reading resource teachers and utilized reading and study skills centers designed primarily to assist content area teachers to give instruction in the reading skills appropriate to their subject areas. The term "secondary reading programs" refers in this study to programs designed for senior high schools.

¹Richard J. Smith, Bernice Bragstad, and Karl D. Hesse, "Teaching Reading in the Content Areas - An Inservice Model," Journal of Reading, XIII (March, 1970), 428.

Few programs were found which were designed primarily to assist content area teachers. More remedial and all-school developmental reading programs were discussed. Since the predominant direction in which secondary reading programs seemed to be headed was toward all-school developmental reading programs, it was decided to include some brief comments about the literature substantiating this trend before discussing those few programs designed to deal exclusively with the content areas.

However, since many helpful suggestions for teaching reading skills through the content areas were discovered during this search of the literature, it seemed appropriate to attack this review through two approaches: (1) reference to articles offering suggestions to content area teachers on how they might incorporate the teaching of reading skills appropriate to their content areas in their teaching; and (2) reference to articles dealing with trends toward implementation of all-school developmental reading programs and programs designed to assist content area teachers to teach the reading skills associated with their particular content areas.

Suggestions to Content Area Teachers
for Teaching Reading Skills Appropriate
to their Content Areas

It is axiomatic that to teach a skill requires that the instructor himself be proficient in that skill. Many secondary teachers have indicated some reluctance to assume the responsibility of teaching reading skills in their subjects. In 1963, Durr introduced his discussion of this subject with the comment:

In the recent past, many secondary teachers brushed off the responsibility for improving the reading abilities of their students with the comment, "I have too much subject matter to teach; I don't have time to teach reading."¹

Little change was noted in this attitude in the ensuing few years as shown in Burnett's article dealing with issues and innovations in secondary reading programs in which he observed, "Somehow, the feeling persists that reading is always taught 'elsewhere' and 'at another time.'"²

It could be assumed that much of this reluctance stemmed from lack of proficiency and training in teaching reading skills. McGinnis surveyed 570 teachers in 1961 to secure data on the extent to which secondary teachers had received preparation in the teaching of reading skills in their subject fields. Her findings showed that although eighty-two per cent of these teachers had been taught that reading skills could be improved throughout life, "less than 10 per cent received any instruction on how to teach reading to high school students."³

In 1965, Michaels endorsed the concept that secondary

¹William K. Durr, "Improving Secondary Reading Through the Content Subjects." Reading as an Intellectual Activity, ed. by J. Allen Figurel, Proceedings of the Eighth Annual Convention, Vol. VIII (New York: Scholastic Magazines, 1963) p. 66.

²Richard W. Burnett, "Reading in the Secondary School: Issues and Innovations," Journal of Reading, IX (April, 1966), 324.

³Dorothy J. McGinnis, "The Preparation and Responsibility of Secondary Teachers in the Field of Reading," Reading Teacher, XV (November, 1961), 93.

teachers should "know more about the reading skills needed for success in learning their subject."¹ Schleich reported in 1971 that little had changed in the preparation of secondary teachers to teach reading skills essential to the comprehension of their particular subjects. She placed the blame on "the failure to understand the need for the continual development of reading within each content area classroom."²

McDonald indicated that during the decade of the seventies there should be a firm trend toward placing the content area teacher at the heart of the secondary reading program while at the same time acknowledging the problem that "many content area teachers feel inadequate in their knowledge of reading skills."³

In recent years several books and articles have appeared which contained helpful and practical suggestions for secondary teachers on how to teach the particular reading skills relevant to their subjects. Herber's Teaching Reading in Content Areas gives practical suggestions to teachers who have received no training in the teaching of reading skills.⁴

¹Melvin L. Michaels, "Subject Reading Improvement: A Neglected Teaching Responsibility," Journal of Reading, IX (October, 1965), 16.

²Miriam Schleich, "Groundwork for Better Reading in Content Areas," Journal of Reading, XV (November, 1971), 120.

³Thomas F. McDonald, "An All School Secondary Reading Program," Journal of Reading, XV (May, 1971), 554.

⁴Harold L. Herber, Teaching Reading in the Content Areas (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970).

The following quotation from Hill and Bartin's annotated bibliography, Reading Programs in Secondary Schools, indicates the scope of its content:

Guides elementary and secondary teachers who wish to teach learning skills along with the content of their courses. Definite implications for the total program permeates suggestions to balance the dichotomy often found between instruction in "reading" and that of subject matter. Prescriptive directions for the teacher are provided (e.g., study guides, effective methods for teaching technical vocabulary, and illustrative lesson materials). Chapters include the descriptions of instructional patterns and preparation for instructional skills, as well as the individualization, grouping, and evaluation of programs. The application of reading principles to specific pieces of literature and/or texts used in English, mathematics, social studies, and science is developed in the appendix under "Reading and Reasoning Guides."¹

More excellent suggestions for content area teachers may be found in Thomas and Robinson's Improving Reading in Every Class.² This practical sourcebook for teachers contains samples of check lists, guide sheets, and work sheets for students' use as well as general aids in the building of vocabulary skills, strengthening of reading skills, and improvement of comprehension techniques. In addition, there are suggestions for motivating activities, teaching procedures, practice exercises and enrichment activities. These two books would be valuable additions to the professional refer-

¹Walter Hill and Norma Bartin, Reading Programs in Secondary Schools, An Annotated Bibliography (Newark, Delaware: International Reading Association, 1971), p. 10.

²Ellen Lamar Thomas and H. Alan Robinson, Improving Reading in Every Class (Boston: Allyn and Bacon, Inc., 1972)

ence bookshelf of any secondary school.

Textbooks which provide information on the reading process itself as well as developmental, corrective and remedial approaches are listed in the bibliography found at the end of this paper. Valuable background information may be obtained by consulting such references.

Numerous articles have appeared in several periodicals and other publications containing practical suggestions on methods which can be used in teaching reading in specific subject areas. Several of these articles deal with specific skills such as comprehension and vocabulary development which are common to all content areas. Procedures used in teaching the particular reading and study skills appropriate for specific subjects are outlined in several of these articles. Robinson and Thomas' Fusing Reading Skills and Content is especially helpful in delineating the reading and study skills appropriate to most of the curricular offerings in secondary schools.¹

The reader is referred to the bibliography at the end of this paper for the names of several articles and other publications giving helpful suggestions on how to teach reading in the content areas.

¹H. Alan Robinson and Ellen Lamar Thomas, Fusing Reading Skills and Content (Newark, Delaware: International Reading Association, 1969).

Innovative Programs Designed to Teach
Reading Skills in the Content Areas
in Senior High Schools

It was noted earlier in this paper that the trend which appeared to be evolving in secondary reading approaches was away from assisting handfuls of students in remedial laboratories and toward involving entire school bodies in all-school reading programs. In 1961, Grisson reported the results of a survey showing that the use of a reading center received the most favorable reaction for two reasons:

(1) students and parents regarded it clearly as a skills-improvement center; and (2) teachers encouraged participation by their students because they felt it helped the teachers of various subjects with the teaching of reading skills in their particular content areas.¹

The attitude that special reading classes would provide students with all the reading skills needed to successfully handle the reading demands of the subject areas was challenged in the 1960's. Questions were raised as to how well students applied the skills they acquired in special reading classes to the tasks confronting them in the content areas. Frederick summarized this shift in the focus of secondary reading programs as follows:

The emphasis on secondary reading programs that began in the early 1950's led many educators to believe that a "course" in reading would solve the

¹Loren V. Grisson, "Characteristics of Successful Reading Programs," English Journal, L (October, 1961), 474.

reading problems encountered in all academic and nonacademic classes. It was assumed that the skills learned in a concentrated reading program would somehow transfer into the content areas. When someone finally got around to challenging this concept, it was found by observation and research that the transfer did not, in fact, occur. It was further discovered (one must wonder why it had to be discovered) that the reading skills, needs, and purposes differed from one content area to another.¹

The specific direction which secondary reading programs took during the 1960's was very simply stated by Artley in the introductory paragraph to his article giving suggestions on organizing a developmental reading program on the secondary level:

Twenty-five years ago various aspects of reading on the secondary level were being discussed in journal articles, and in a few junior and senior high schools reading programs were actually in operation. In spite of this, it has been only within the last decade, in fact within the last five years, that the importance and need for a developmental reading program in grades 7 through 12 have been fully recognized. In fact, I shall predict that when the history of reading instruction is written it will show that one of the major points of emphasis of the 1960's will be the organized extension of the developmental reading program into the secondary grades.²

The literature substantiates this forecast. DeBoer reported in 1960 that the developmental approach was gaining favor.

¹E. Coston Frederick, "Reading and Vocational Education," in Robinson and Thomas, Fusing Reading Skills, p. 145.

²A. Sterl Artley, "Implementing a Developmental Reading Program on the Secondary Level," Reading Instruction in Secondary Schools, ed. by Margaret J. Early, Perspectives in Reading No. 2 (Newark, Delaware: International Reading Association, 1969), p. 1.

. . . The idea that the systematic teaching of reading is a process that should continue throughout the elementary and the high school . . . has not yet been generally applied. . . . It seems clear that the movement is mushrooming. It takes a long time for an educational idea to find widespread application in the schools, but when it does, it often takes hold rapidly. We seem to be witnessing such a phenomenon in the case of reading in the high school.¹

In 1963, Marquis described a developmental reading program instituted in 1960 which was conducted in cooperation with the English department but used a developmental reading laboratory for instructional purposes rather than the regular English classes. This program was directed towards the average or above average student and thus indicated a movement away from the remedial reading class approach which had dominated high school reading programs.²

In contrast to DeBoer's optimistic forecast given above, a report in 1965 by Squire on the results of the National Study of High School English Programs, in which he restricted his "comments to findings related to the teaching of reading" in the schools involved in the survey, presented a dreary picture of secondary reading practices in the mid-sixties. The following paragraph exemplified the tone of the entire report:

The approaches seldom seen or never seen were largely those related to the organization of special programs for teaching reading skills: the use of

¹John J. DeBoer, "Through Organizational Practices," New Frontiers in Reading, ed. by J. A. Figurel, Proceedings of the Fifth Annual Convention, Vol. V (Newark, Delaware: International Reading Association, 1960), p. 36.

²Bettylee F. Marquis, "Developmental Reading -- New Albany High School," Journal of Developmental Reading, VII (Autumn, 1963), 58-62.

reading laboratory periods (not introduced in half the schools, seldom seen in most others); the introduction of developmental reading (never seen in one-third, seldom in one-fourth). Classes in remedial reading were found frequently in 39 per cent of the schools. In these reading classes, as in many of the special sections for slow readers, a wide variety of teaching material is found. More than 25 different drill books and work books seem used throughout the country. Tachistoscopes, pacers and accelerators, and reading films were found here and there, but they seem not to be widely used even by the reading specialists. Indeed in several schools rooms of such unused "hardware" stand strangely idle while desperate school officials search for reading teachers who can manipulate mechanical aids.¹

This failure to make much progress in implementing broad-based school reading programs is confirmed by Artley when he states, "Reports of broadly conceived, sequentially developed, school-wide (in terms of both staff and students) programs of practical worth, carried out by well trained teachers, are noticeably absent."²

More efforts to expand school reading programs appear to have been made toward the end of the sixties. Reports by Foley and by Esposito and Brizendine are examples of such attempts. Foley reported on two programs which were described as being both developmental and corrective in nature. Both were carried out in conjunction with the English departments

¹J. R. Squire, "Reading in American High Schools Today," Reading and Inquiry, ed. by J. A. Figurel, Proceedings of the Tenth Annual Convention, Vol. X (Newark, Delaware: International Reading Association, 1965), p. 470.

²A. Sterl Artley, Trends and Practices in Secondary School Reading, (Newark, Delaware: International Reading Association Research Fund, 1968), pp. 108-109.

of their respective school systems.¹ Esposito and Brizendine outlined plans for an extensive reading program in which the first year would be used exclusively for planning the utilization of departmental study activities. An important part of the planning assumption was:

Every secondary teacher is not a teacher of reading. He is a teacher of subject matter who views reading as a tool for learning. . . . At the secondary level every teacher is not a teacher of reading for two very good reasons -- training and time. Few high school teachers have had preparation in the teaching of reading, nor do content area teachers have time in the allotted class period to provide reading instruction in addition to the required subject matter. Therefore, the secondary teacher is not a teacher of reading, but he is an important part of the reading program. Even though he does not "teach" reading, he learns about it in order to enhance and facilitate the learning of his students.²

Despite the disagreement over whether every teacher should be a reading teacher, the urgent need to help the majority instead of a minority of secondary students improve their reading skills has made it mandatory to involve the content area teachers in an all-school approach. This was the approach which Artley endorsed:

¹Delores A. Foley, "Physical Setup and Programs of Suburban Reading League Member Schools," Reading and Realism, ed. by J. Allen Figurel, Proceedings of the Thirteenth Annual Convention, Vol. XIII (Newark, Delaware: International Reading Association, 1969), pp. 291-294.

²Bernard L. Esposito and Rajalene Brizendine, "Organizing an Exemplary Reading Program," Reading and Realism, ed. by J. Allen Figurel, Proceedings of the Thirteenth Annual Convention, Vol. XIII (Newark, Delaware: International Reading Association, 1969), p. 290.

The approach with recognized promise is one providing for the close integration of reading and study with the teaching of the various content areas. Since the teaching of content assumes that the learner will need to purposefully select, comprehend, organize, evaluate, and apply ideas, generalizations, and principles--all of these being reading competencies--the close alliance of subject matter and reading is a natural and an obvious one.¹

Designs of programs to help content area teachers teach the reading skills needed in their subject areas vary so widely as to almost defy any attempt at categorization. However, for the sake of discussion, the writer feels they can be divided roughly into three groups: (1) those which have expanded library facilities to include special areas for audio-visual work, including listening and viewing posts, and other areas designated for independent study or reading for pleasure; (2) those which have employed reading resource teachers to assist the classroom teacher in team teaching approaches or other classroom techniques which would be particularly suited to teaching the reading skills needed in a particular subject; and (3) those which have a combination of laboratory facilities equipped with materials for teaching content area reading skills and reading resource teachers to assist teachers in their classrooms.

The third of these three approaches was that used in the CAST Program with which the writer is associated. Therefore, the literature was searched for programs similar in

¹Artley, Trends and Practices, p. 108.

format to this design for purposes of comparison with the CAST Program. Even though no programs were discovered identical to the CAST Program, a few were found that functioned in a similar fashion.

Fallon and Pilgo in their book, Forty States Innovate to Improve School Reading Programs,¹ described three programs which fell into this third category of teaching reading through content areas.

The first program was called "Developing a Total-School Reading Program in a Senior High School" and was implemented in the James Madison Memorial Senior High School in Madison, Wisconsin, a relatively new school which opened in September, 1966. The school is a three-year senior high school with a total enrollment of 1,250 students. The physical facilities which formed the base of operations for this program were described as follows:

A reading resource room is provided to house the materials used in the reading program, to serve as the physical facility for student instruction and to provide a base of operation for the program. This room has ample shelving for developmental, functional and recreational reading materials, attractive displays of paperbacks, newspaper and magazine racks, a teacher's desk and study carrels to accommodate sixty-four students. A full-time teacher's aide is hired to keep the room in order and supervise the students who are working with programmed materials or other materials that can be utilized with a minimum of teacher help. Directly across from this room is a seminar room equipped to accommodate small groups of students. This room is used by the reading teacher for small-group instruction in remedial and developmental reading. The actual functional and recreational materials being

¹Berlie J. Fallon and Dorothy J. Pilgo, eds., Forty States Innovate to Improve School Reading Programs, (Bloomington, Indiana: Phi Delta Kappa, Inc., 1970).

used by the students are used as instructional materials as much as possible. However, various workbooks, reading laboratories, etc., are used at some time by most of the students who are referred or who volunteer for special reading instruction. Mechanical aids are available, but are prescribed for only a small percentage of the students who receive instruction.¹

The operation of the program is three-fold:

. . . (1) it provides individualized instruction for students who are judged likely to improve their reading by working independently with commercial materials designed for that purpose, (2) it provides small-group instruction for students judged to require the personal attention of the reading teacher and (3) it helps teachers to incorporate the teaching of reading into their regular instructional programs.²

The time during which this program was in operation was too short to completely assess its benefits, but there were indications that teachers and administrators became more aware of the place of reading instruction in the total secondary school curriculum and showed more willingness to assume some responsibility to help all students read better.

Inservice procedures were used to introduce the proposed program to the total staff before its implementation by the administration and reading personnel. A description of their inservice program was prepared by Smith, Bragstad and Hesse.³

¹Richard Smith, "Developing a Total-School Reading Program in a Senior High School," Forty States Innovate, ed. by Fallon and Filgo, p. 140.

²Ibid., p. 142.

³Smith, Bragstad and Hesse, "Teaching Reading in the Content Areas - An Inservice Model," pp. 421-8.

The second reading program which was discussed in Fallon and Filgo's book was called "Content Areas Unite for Improved Reading at High School Level."¹ It was put into operation at the Mt. Edgecumbe School in Mt. Edgecumbe, Alaska, a four-year seniorhigh school. No information was given about the size of the enrollment at this school.

The program was described as basically developmental, but it involved all the content areas. Seven instructional aides were employed to assist individual students in the use of materials and equipment. The base of operations was a communications center which was utilized in the following manner:

A communications center was set up in a centrally located classroom which was easily accessible to the teaching staff and to the students. Materials and equipment were displayed in this center. This center was open before and after regular school hours as well as during the school day. Students were encouraged to make use of the center--to read newspapers and magazines, to read and check out books, to gather materials for individual reports or group projects in English, social studies or science (the Pilot Libraries proved to be an excellent source of materials in these areas), to catch up unfinished assignments or do make-up work due to absence, and to use the tape recorders for speech practice. An aide was available for student help and guidance at all times. As the program progressed, more and more students used the communications center--not only the students enrolled in reading classes at the time but many other students also.²

Developmental reading was included in the program in conjunction with the English classes. All students, beginning

¹Dorothy M. Cucchiari, "Content Areas Unite for Improved Reading at High School Level," Forty States Innovate, ed. by Fallon and Filgo, pp. 144-147.

²Ibid., pp. 145-146.

with freshmen and extending upward, spent two one-hour sessions per week for a total of nine weeks in a reading course. They received instruction in such reading skills as preview, questioning and recall, vocabulary in context, and comprehension. The principal materials used for this instruction were the Controlled Reader and its accompanying study guides for the first half of each period, and multi-level articles for the last half of the period, which enabled students to apply their newly-learned skills.

The reading supervisor helped supervisors and teachers in the social studies, mathematics and science departments through conferences and studies concerning ways of teaching and using reading techniques appropriate to each area. These teachers were given sample lessons showing ways of developing materials suitable to the different content areas.

Additional emphasis was placed on independent reading. One aide was assigned to maintain a card file noting books checked out by each student from the library. Since this card file was kept in the communications center and was available to the teachers for inspection, it provided information about a student's interests and quality of recreational reading.

The evaluation of the program indicated positive benefits in many areas: improved reading scores; improvement of quality of speech through the use of tapes, a special problem because the students were bilingual; broadened reading interests; and improvement in social development and self-concept.

The third program included in Fallon and Pilgo's book was called, "Reading Workshops -- Brookline High School."¹ This program was in operation at Brookline High School in Brookline, Massachusetts. This school is a four-year senior high school. No enrollment figures were given, but the statement was made that classes were small enough to permit careful diagnosis. No description was given of a central physical facility, but the outline of operational procedures implied the existence of space for individual instruction of students with reading difficulties in certain content area classes. It was definitely stated that no remedial cases but only developmental cases were channeled into the workshop program.

The aim of the Reading Workshops was stated to be the development of fundamental skills to a sufficiently advanced level to enable students to function successfully in academic situations. Close cooperation with classroom teachers was crucial as students were given instruction with materials from the class in which the teacher found they were having trouble. If the materials were found to be too difficult for the student, the teacher was advised to make some adjustments suited to his level.

The evaluation of the program showed that classroom teachers generally approved its operation since they referred students to it with increasing frequency. In addition, more

¹Margaret Gray and Trask Wilkinson, "Reading Workshops - Brookline High School," Forty States Innovate, ed. by Fallon and Pilgo, pp. 162-164.

individual teachers invited reading instructors to assist students by coming into their classes. Individual student requests for assignment to the program steadily increased, and reading scores of the workshop students showed substantial gains in both the tenth and twelfth grade testing programs.

A unique program which involved only a handful of students in the tenth grade in contrast to the all-school approaches of the programs described in Fallon and Filgo's book is mentioned here because it taught remedial students through the content areas. The program was called SCALE (Self Contained Academic Learning Environment).¹ As its name implied, the program was designed to teach four content area subjects--English, social studies, mathematics, and science--in a specially designed self-contained classroom which was built with sound-insulated walls and furnished with carrels equipped with Projection Readers placed around three walls. A teacher, who was qualified to teach all four subjects as well as reading skills, was located to teach the class. Students were selected on the basis of four criteria: (1) they had to be failing or giving only marginal academic performances; (2) they had to be reading significantly below grade level; (3) they had to have average or better intelligence; and (4) they had to be free of behavior patterns which might prohibit learning.

¹Dan Dramer, "Self-Contained Reading-Oriented Classes in Secondary Schools," Journal of Reading, XIV (March, 1971), 365-368+.

The significance of this program was that all the reading instruction was based on work related to the content areas. High interest/low readability books were secured for the various subjects. The emphasis in the instruction was placed on how to read the materials for each subject rather than on the course content of that subject.

In evaluating the program, the instructor ranked the reading instruction as making the smallest contribution to its success, and credited the small size of the group and individual attention thus made possible as being more important. All but one of the students were still in school a year and a half after the program started, and five were admitted to local community colleges.

A few programs were discovered which did not fall into any particular category but which offered ideas which might be incorporated into an all-school reading program. One was a reading and study skills program operated in the Centinela Valley Union High School District in California. This program concentrated on the development of reading and study skills for all freshmen who were required to spend eight weeks as a part of their freshman English class in the reading laboratory. Each of the four high schools in the district had two fully-equipped reading laboratories designed to accommodate fifteen students. Berkey credited the program with developing not only "appreciable improvement in reading" (students' average gain was one month for each week of instruction), but feelings of self-confidence contributing to "a more favorable attitude

toward reading and toward school in general."¹

Buehler described a program which was also aimed at entering freshmen. It was called an orientation course. The students spent one class hour every day for eight weeks in a Reading-Study-Skills Laboratory. Their work was supervised by the teachers of English and the reading specialist. Materials used in the laboratory could be checked out for use in the classroom later on in the school year under the class teacher's supervision. According to those in charge, this approach resulted in developing greater independence in reading.²

Buehler also described a program which concentrated on the development of vocabulary, comprehension, and study skills in all content areas. All high school students participated in the program. Students who were weak in certain subject areas were given special tutoring during a study hall or homeroom period. This reading guidance was given the student for as long as he needed it. Some students remained in the reading center for a semester or more.

¹Sally Berkey, "Reading and Study Skills Program in a High School District," Reading Teacher, XVI (November, 1962), 102-103.

²Rose Burgess Buehler, "Innovations in High School Reading Instruction," Developing High School Reading Programs, ed. by Mildred A. Dawson (Newark, Delaware: International Reading Association, 1967), p. 86.

³Ibid., p. 86.

Criscuolo described an interesting experiment which was undertaken when the discovery was made that despite a well-planned developmental reading program involving approximately 950 students, some students were not being reached because of their dislike of textbooks. Forty students from grades nine through twelve were placed in a program which was a multimedia approach to the reading problem. The program lasted six weeks which was felt to be too short a time for accurate evaluation. The students were enthusiastic about the program although the teachers felt the time was insufficient for them to develop their ideas fully. The following paragraph illustrates the principal benefits of this approach:

The project directors felt it proved worthwhile because it brought the reluctant reader to the point where the established reading program had some meaning for him. The films stimulated the reading habit and gave students an identifiable focus for their writing and their speaking. They seemed to write more willingly and to speak more openly and freely in responding to questions about the films. Current plans call for the expansion of this program over a longer period of time because of the success realized in inducing the reluctant reader to develop and enhance basic communication skills.¹

The literature contained many articles which offered suggestions that would be helpful in drafting plans for an all-school reading program. One was an article by Severson which described a reading program, implemented at Nicolet High School in the Milwaukee area, designed to help all students improve their reading skills through subject areas.

¹Nicholas P. Criscuolo, "A Multimedia Program for Reluctant Readers," Journal of Reading, XV (December, 1969), 214.

The steps followed in the planning and actual implementation of this program could provide reliable guidelines to anyone planning a similar program.¹

Another article which might be helpful in developing plans for special reading facilities is Martin's "Guidelines for Planning Special Reading Facilities."²

And, finally, a blueprint approach for an all-school procedure is presented in McDonald's "An All School Secondary Reading Program."³ McDonald described a reading program initiated for all ninth grade students at Carl Hayden High School in Phoenix, Arizona, in 1966. Evaluation of this program, along with studies of research relevant to high school reading programs, resulted in the development of a design which McDonald described as a "new type of program." He outlined three assumptions which underlie the program:

1. Content area teachers can assume the major responsibility for teaching the reading/study skills needed in their content area. . . .
2. Special reading teachers should have time to help develop the all school reading program. . . .
3. Ongoing evaluation and inservice education are basic ingredients in a successful program. . . .⁴

¹Eileen E. Severson, "A Reading Program for High School Students," Reading Teacher, XVI (November, 1962), 103-106.

²John E. Martin, "Guidelines for Planning Special Reading Facilities," Reading Teacher, XXIV (December, 1970), 203-208.

³McDonald, "An All School Secondary Reading Program," 553.

⁴Ibid., pp. 553-554.

The viewpoints of most of those who have analyzed the high school reading situation are summarized in the conclusion to his article:

Effective fusing of reading and content in secondary level curricula involve total faculty commitment. As DeBoer states, "We shall not achieve any real breakthrough in our struggle with the reading problem until we have succeeded in doing something about the regimentation still prevalent in many classes in the subject field. . . . " Unless content area teachers participate in the reading program in high schools, the reading center will continue to be isolated from the main stream of education. A reading program that has total staff commitment will flourish.¹

Description of the Content Area Support
Team Program at Riverside High School,
Milwaukee, Wisconsin

A proposal for a reading program designed "to meet the multilevel needs and to develop the latent potential of students at Riverside High School" was prepared in the fall of 1970 by the curriculum coordinator and the reading resource teacher with the approval of the principal. The reading coordinator for the Milwaukee Public Schools cooperated in the preparation of the proposal. The following educational approaches were to be used to implement the program:

1. a physical facility to advance the learning process
2. a content area support team composed of three reading resource teachers, three paraprofessionals and three aides to assist 70 content area teachers.²

¹Ibid., p. 557.

²"Proposal for Program Improvement: Content Area Support Team," (Unpublished, Riverside High School, Milwaukee, Wisconsin, November, 1970), p. 1.

Documentation based upon figures compiled and furnished by the supervisor of the testing services in the Department of Educational Research and Program Assessment of the Milwaukee Public Schools showed that "from 20 to 29 per cent of Riverside's students in the below-average and low categories in reading achievement are not reaching their potential."¹

Studies made late in February, 1971, showed a one-third increase in the number of departmental failures reported at the end of the first semester of the 1970-71 school year when compared with the number of failures reported at the end of the second semester of the 1969-1970 school year.²

The program proposal stated that its general goals were to help more students improve their reading achievement levels and increase their understanding of content area subjects. It was proposed that these goals be attained through the following approaches: establishment of a Learning Center to work with individuals or small groups employing such techniques as self-study, use of audio-visual materials and the Library; and, second, the employment of three reading resource teams to "develop content area support to accelerate learning skills and subject matter content on a large group, small group, and individual basis."³

¹Ibid., p. 2a.

²Ibid., p. 2b.

³Ibid., p. 2.

The program proposal then outlined more specifically the steps to be taken to achieve its proposed goals as follows:

This proposed Learning Center and Reading resource teams will meet the following system-wide program thrusts:

1. Explore various teaching-learning designs to improve student achievement through multi-media approaches in and out of the classroom.
2. Accommodate students with special needs in regular classroom situations insofar as possible through the content area support reading resource teams.
3. Support experimental activities and projects to determine ways of improving educational experiences for students through the Satellite Program - Discovery in Education (a self-study concept) and Learning Center for self-study through audio-visual materials.
4. Study ways of improving services to students, e. g., guidance and counseling, psychological, etc., through recommendations and assignments to the Learning Center for self-study, group study, or individual help under the guidance of the reading resource teams.
5. Combine reading resources in ways that will improve reading achievement of students through the operation of the reading center, the Learning Center, and classroom approach,¹ through the reading resource support teams.

Correlation of the activities of the reading center which already existed with those of the proposed Learning Center was provided for in the program design. Freshmen and sophomores who were identified as being at least one year

¹Ibid., p. 2c.

below capacity and who were recommended for reading improvement instruction would be served in the small group reading center to be in operation seven periods a day. At the same time, the proposed Learning Center was also to be in operation for seven periods a day and was to be designed to serve as a multi-level resource area in conjunction with the library to meet certain specified needs for students on both short or long term assignments. These specified needs were outlined in the proposal as follows:

- a) Students identified by teachers as needing special help in reading and study skills.
- b) Accelerated students who could benefit from special attention in skills to attain their potential.
- c) Students who are assigned special projects by teachers either for the classroom or for background which would demand use of audio-visual materials (cassettes, records, film strips) and printed materials.
- d) Students who request admission to the Satellite Program of Self-discovery. Students in this program will design their own course of study and evaluative structure within the guidelines of their selective course offering in cooperation with their course teachers and their parents.
- e) Students who are recommended to the Center following consultation with the school's administrative team, guidance team, and/or psychologist.¹

In addition to the operation of the small group reading center and the proposed Learning Center described above, there was a third part of the proposed instructional program.

¹Ibid., p. 3a.

This was the utilization of the Content Area Support Teams for in-class instructional service to assist content area teachers in instruction in skills as a part of the content "thereby providing an all-school coordinated thrust on reading and skill problems."¹

In essence, this Content Area Support Team Program utilizes a multi-level approach briefly summarized in the proposal as follows:

- small and medium size group instruction.
- team teaching situations for large group instruction. Whole departments could be handled through whole classes.
- individualized instruction through the small reading center and Learning Center.²

The Milwaukee Board of School Directors approved the program proposal and directed that it be put into operation on January 1, 1972. Actual organization of the program was postponed until the beginning of the second semester of the 1971-1972 school year late in January, 1972. The programming of students was not begun until after the first six weeks of the second semester since building modifications such as the installation of carrels and electrical wiring had to be completed, and procedures for the mechanics of operation needed to be developed.

The name given to the Learning Center was the CAST Center; it was devised through the use of the initials of the "Content Area Support Team" portion of the program's title.

¹Ibid., p. 3a.

²Ibid., p. 3a.

Statements of duties clarifying the responsibilities of all the personnel in the Center -- teachers, paraprofessionals, and general aides -- were prepared. Two different referral forms were designed for the use of content area teachers in sending students to the center, one form to be used for enrichment purposes on a short-term basis, and the other for special help in reading and study skills in content areas on a long-term basis.

Materials were catalogued in two sets of card files, one, an alphabetical listing for inventory purposes, and the other a subject listing according to content area for the convenience of teachers in selecting materials appropriate for their content areas. Annotated lists of materials available to classroom teachers in the four content areas -- English, social studies, mathematics, and science -- were prepared and sent to teachers in those departments. All the materials in the Center, both software and hardware, were processed and properly identified as CAST Center property. Guidelines were prepared for the orderly handling of materials coming into the CAST Center from time to time.

Approximately six weeks after the beginning of the semester, the three reading teachers visited their respective content area department meetings and outlined the procedures to be followed in utilizing the services of the Center. The use of the referral forms for both enrichment and special help purposes was explained. Invitations to visit the Center

and examine the available materials were extended. Offers to assist in the classrooms for improvement of reading and study skills on a whole-class basis were made.

Two free-standing carrels, each of which accommodated four students, were located in the center of the room which had been selected and altered to accommodate the Center. Nine permanent carrels were installed along two of the walls in the room. Carpeting and accoustical ceiling tile which were added to the room, and a door to connect the Center with the Library, were the major modifications made to the room which had been used previously as a classroom. Three round tables, an ample supply of chairs, bookshelves, book carts, filing cabinets and storage cabinets and two teacher's desks were the major items of furniture placed in the room. A storage case for filmstrips and cassettes was also included.

After the installation of wiring to extend outlets to all the carrels and tables in the room, the first students to occupy the Center were those participating in the Satellite Program. They were assigned to the free-standing carrels. Some referrals began to be made to the CAST Center within a week or two after the initial visits by the reading teachers to the department meetings. Thus, the first students to receive special help with reading and study skills in the content areas were admitted at the beginning of the second six-weeks period. Personal contacts with individual teachers on an informal basis -- chance meetings in the hall or lunchroom and similar

opportunities -- were also found to be helpful in encouraging more teachers to utilize the services of the Center.

As the final six weeks of the first semester of operation approached, it was decided to discontinue programming referrals for the balance of the semester, except on an enrichment basis, and to place those referred subsequently on a waiting list. The Center's physical dimensions limited the number of students which could be accommodated to twenty-seven per period. This number was divided among three groups: Satellite Program, nine students; enrichment, six; special help in reading and study skills, twelve. The third group of twelve students was divided into three groups of four students each: one group was made up of referrals from the social studies department; the second group, from the English department; and the third group, from the combined science and mathematics departments.

The operation of the program -- although on a limited basis during its first semester -- provided opportunity for the development of programs to extend assistance beyond that possible through reading improvement classes only. It is hoped that concentration on the development of reading and study skills in the content areas in the CAST Center and through assistance in the classrooms on a team teaching basis or through other approaches will improve the academic performance of the general school population and reduce the failure rate by at least ten per cent.¹

¹Ibid., p. 4a.

CHAPTER III

PROCEDURE

Initial Survey

The purpose of this paper, as stated in Chapter I, was to report on special programs which have been implemented in secondary schools to deal with reading problems associated with the content areas. A survey of cities in the United States having populations of 350,000 or more was planned to secure information about such programs. A check in an almanac revealed that there were forty cities which fell into that population bracket. One of these cities, Milwaukee, was eliminated from this study since the writer was interested in getting information on programs in cities other than the one with which she was associated.

The directory, Patterson's American Education, which was available at the Reference Desk, Main Library, Milwaukee, was consulted for the names and addresses of the superintendents of the remaining thirty-nine cities, which were located in twenty-three states and the District of Columbia. A cover letter dated February 22, 1972, was sent to these superintendents, together with a one-page form asking for the names and addresses of the person or persons in charge of the reading programs in the secondary schools in their school systems.

The superintendents of twenty-two cities, which were located in seventeen states and the District of Columbia, sent the names of thirty-five individuals designated as being in charge of the secondary reading programs in their respective school systems.

Drafting the Questionnaire

A three-page questionnaire on special secondary reading programs, consisting of thirteen items, was prepared to be sent to the person or persons named as having charge of the secondary reading programs in the twenty-two cities whose names were given as a result of the initial survey. All items required either multiple-choice or short-answer responses. Items one to five sought information on the categories of reading programs in operation in the secondary schools in each system and the kinds of facilities for those programs. Items six to thirteen dealt specifically with special programs making the services of a reading specialist available as a resource person to assist content area teachers.

Since the items numbered from six to thirteen were concerned primarily with the programs dealing with the content areas, a brief statement concerning each item follows:

Item six asked for the name of special programs dealing with the teaching of reading skills in the content areas.

Item seven sought information on the method by which students were assigned to the program. Item eight was related to item seven in that it asked about referral forms used for

the admission of students to such programs, and the ninth item followed with a list of categories of information that might be included on the referral form and asked that the appropriate ones be checked.

Item ten asked for information as to the length of time students were assigned to the special program. Item eleven asked whether students received credit towards graduation requirements for the time spent in the program, and item twelve inquired as to whether they received a grade; if the answer was "yes," item thirteen asked what grading system was used.

Gathering the Data

A cover letter, dated March 20, 1972, was sent with this questionnaire on special secondary reading programs to the thirty-five individuals from the twenty-two school systems who were identified by their superintendents as being in charge of the secondary reading programs in their systems.

Twenty-five questionnaires were returned from nineteen school systems in sixteen states and the District of Columbia. Seven questionnaires were not returned from five systems where more than one individual had been named as being in charge of reading programs in secondary schools in those systems. In all five instances, however, one or more questionnaires were returned from the other individuals who had also been named by their superintendents.

Three questionnaires were not returned from three

school systems in which the individuals contacted were the only ones named. Two questionnaires were returned without being completed. One contained descriptive information which was not considered usable in the compilation of the tables. The other was returned with a letter stating that it was not applicable to the school system with which the individual was associated. One questionnaire was returned without being completed with an explanation that a response had already been sent by another individual in their office. The twenty-two remaining questionnaires formed the basis for this study.

Tabulation and Summary of Data

The responses to the multiple-choice and short-answer questions were tallied and compiled into tables indicating a frequency distribution.

In some instances, comments were included on the questionnaires which did not lend themselves to tabulation. These comments were dealt with separately in conjunction with the appropriate tables.

CHAPTER IV

FINDINGS OF THE SURVEY

Responses from Superintendents

Thirty-nine superintendents were initially asked to complete and return a form naming the person or persons in charge of reading programs for secondary schools in their systems. Thirty responses were received. Twenty-three gave the names of one or more individuals responsible for the reading programs in the secondary schools in their systems. Six declined to participate, giving as their reasons in most cases that such requests were so numerous that participation was being limited to studies being conducted in connection with doctoral dissertations.

One of the responses forwarded six copies of a two-page, eight-item "Research Proposal Form" with instructions to submit the six completed copies to the superintendent for consideration by the Research Committee before the names of the individuals in charge of reading programs for secondary schools would be released. It was decided not to include this system in the survey due to lack of sufficient time to await the processing of these forms.

New York City was also eliminated from the survey because the individuals in charge of its secondary reading

programs were not specifically identified. Instead, a mimeographed list of ninety-seven names identified as "Assistant Principals, Supervisors of English, High Schools" was sent. Again, it was decided that the time allotted to this study would not permit the inclusion of that number of people from one system.

The remaining twenty-two responses named thirty-five individuals as being in charge of the secondary reading programs in their systems. The Questionnaire on Special Secondary Reading Programs was sent to these thirty-five people. Twenty-five questionnaires were returned from nineteen cities, representing approximately fifty per cent of the group of thirty-nine cities to whom the initial letter was sent. Seven questionnaires were not returned from five systems where more than one individual had been named as being in charge of secondary reading programs in those systems, but in all five instances one or more questionnaires were returned by one or more individuals. Three of the systems of the twenty-two to whom questionnaires had been sent failed to return the questionnaires.

Twenty-two of the twenty-five questionnaires returned contained answers to a sufficient number of the items to be used in compiling the statistical data tabulated in this chapter. Three were not completed, one because the questionnaire had no applicability to the programs operating in that system, another because it would duplicate information contained in another questionnaire returned by another individual in the same system, and the third because the system chose to send copies of reports

on their reading programs and case studies of individuals serviced through their programs. In the latter instance, none of the programs described were programs designed to teach reading through the content areas; therefore, it was decided not to use this questionnaire in the tabulation of data obtained from the questionnaires.

Tabular Presentation of Questionnaire Items

The first question in the questionnaire had as its purpose the elimination from the survey of any systems which had no reading programs of any kind in their secondary schools. It read as follows:

1. Do you have special reading programs for secondary students?

Yes _____

No _____

The second question was closely related to the first question since it was designed to get more detailed answers as to the categorization of programs from those who answered "yes" to the first question. This question read as follows:

2. If "yes", into which of the following categories do they fall: (Please check all that apply)

_____ remedial reading classes only

_____ developmental reading classes only

_____ both remedial and developmental reading classes

_____ special program(s) in which a reading specialist is utilized as a resource person to assist content area teachers to meet reading needs of students in their classes

The data presented in the answers to these two questions indicated that all of the secondary schools in the twenty-two systems participating in this survey were attempting to help improve the reading skills of their students through a variety of approaches. Table 1 summarizes the responses to both the first and second questions.

TABLE 1
SPECIAL READING PROGRAMS FOR
SECONDARY STUDENTS

Yes	No	Remarks
22	0	3 answers - In Title I schools

Kinds of Reading Programs	Frequency
Remedial Reading Classes Only ...	1
Developmental Reading Classes Only	0
Both Remedial and Developmental Classes	5
Special Reading Programs Only ...	0
Remedial and Developmental Reading Classes and Special Reading Programs	14
Remedial Reading Classes and Special Reading Programs	1
Developmental and Special Reading Programs	1

The third and fourth questions were concerned with the provision of physical space for reading programs and the

furnishings found in such space. The questions were stated as follows:

3. Is there a room or space designated exclusively for this program?

Yes _____ No _____

4. If "yes", please indicate the furnishings in this room by checking all of the following that apply:

_____ carrels
 _____ permanent; number: _____
 _____ free-standing; number: _____
 _____ carpeting
 _____ file cabinets
 _____ shelving
 _____ screen
 _____ lounge chairs
 _____ tables
 _____ desks
 _____ other; please describe: _____

Table 2 presents the information given in the answers to the third and fourth questions except for the last item in the fourth question, viz: "other; please describe." The answers to this item varied considerably and gave some additional information on equipment being used for reading programs. Among the articles listed were such audiovisual equipment as controlled readers, filmstrip projectors, tape recorders, and cassettes. One school system replied that their equipment included television screens for closed circuit television. Drapes and lamps,

TABLE 2
ROOM OR SPACE FOR READING PROGRAM

Yes	No	Remarks
20	2	1 - usually 1 - in some schools 1 - most cases 1 - frequently 1 - varies from school to school

FURNISHINGS IN READING ROOM

Questionnaire Number	Carrels				Carpeting	File Cabinets	Shelving	Screen	Lounge Chairs	Tables	Desks
	Permanent	Number	Free- standing	Number							
1	X		X		X	X	X			X	X
2			X		X	X	X	X		X	X
3			X			X	X	X		X	X
4	X	6				X	X	X		X	
5						X	X			X	X
6					X	X	X	X		X	X
7		N O			S P E C I A L				R O O M		
8		N O			S P E C I A L				R O O M		
9	X		X		X	X	X	X		X	X
10	X	2-6			X	X	X	X		X	
11	X				X	X	X	X		X	X
12						X	X	X		X	X
13	X	4-8	X	6-8	X	X	X	X	X	X	X
14	X	4-8	X	6-8	X	X	X	X	X	X	X
15	X				X	X	X	X	X	X	X
16	X		X		X	X	X		X	X	X
17	X					X	X	X		X	X
18			X		X	X	X	X	X	X	X
19					V A R I E T Y						
20					X	X	X	X		X	X
21	X				X	X	X	X	X	X	X
22	X		X		X	X	X	X		X	X
Total	12		9		14	19	19	16	6	19	17

books and magazines were listed by one of the respondents as additional items in furnishings.

Several of the questionnaires contained notations to clarify some of their answers. Ten of the questionnaires contained comments indicating there was some variation from school to school in the installation of carrels. The use of carpeting was another item which varied between schools in the same system according to some comments contained on some of the questionnaires.

The information obtained through the responses to the third and fourth questions indicated that the trend was toward use of a wide variety of materials as well as consideration of physical comfort and attractiveness.

The fifth question read as follows:

5. How many students can be accommodated simultaneously in this room?

_____ per period

_____ per day

Table 3 presents a summary showing the number of students served by the reading programs in the secondary schools included in this survey per period and per day.

TABLE 3

NUMBER OF STUDENTS ACCOMMODATED
SIMULTANEOUSLY IN READING ROOM

Range in number	Per Period	Range in number	Per Day
Not answered	5	Not answered	7
5 - 10	3	50 - 75	4
10 - 15	4	75 - 100	4
15 - 20	4	100 - 125	4
20 - 25	5	125 - 150	3
25 - 30	1		

These figures indicated that most of the secondary school reading programs in the nineteen systems which participated in this survey served from ten to twenty-five pupils each hour and from fifty to 125 pupils each day. Systems varied so greatly, however, that it was difficult to make any generalizations about these statistics. Three of the five questionnaires which contained no answers to either part of the question noted there was considerable variability among schools within their systems. Two responses stated that more students could be accommodated but that one of the aspects of the programs being conducted in their systems was to limit them to small classes. Another questionnaire commented that ideally they limited the classes in their schools to ten to fifteen, but there were problems in some schools because of lack of understanding on the part of some of the principals.

Although generalizations based on the replies to the fifth question were difficult to make, it appeared that most of the nineteen systems included in this survey were following the traditional approach to the solution of reading problems in the secondary schools by using small group instruction in settings separated from the classrooms.

The questionnaire included an explanatory note following the fifth question which read as follows:

If you have a special program making the services of a reading specialist available as a resource person to assist content area teachers, please answer the following questions:

It was expected that the balance of the questions asked on the questionnaire would be answered only by those respondents whose school systems had programs making the services of reading specialists available as resource persons to assist content area teachers. The sixth question asked that the names of such programs be stated. Table 4 lists the replies to that question.

TABLE 4

NAME OF PROGRAM FOR READING RESOURCE PERSON
TO ASSIST CONTENT AREA TEACHERS

Academic Achievement Program - Reading	Reading Improvement Reading Improvement Program
Basic Reading	Reading in the Content Areas (3)
English Lab	Reading Lab
English 100	Secondary Developmental Reading Program
In-service Reading	Secondary Reading Coordinator
Learning Centers	Specific Language Disability Center (SLD Center)
Learning Center Consultant	Speed Reading
Learning Center Program	Student Achievement Center
Project 174	
Reading	
Reading Coordinator	

Some of the titles such as "English 100" and "Project 174" did not explain the significance of the numbers in the title. Several of the other titles did not specifically allude to the teaching of reading in the content areas. This caused some doubt as to the interpretation given to the question. The use of the title, "Reading in the Content Areas," by three systems indicated a more clearly defined attempt to use this approach towards meeting secondary reading needs.

The purpose of the seventh question was to get information on the practices being followed for the referral of students to the special programs for the teaching of reading through the content areas. It read as follows:

7. How are students admitted to this program? Please check all that apply.

_____ referral by classroom teachers

_____ for needing special help in reading
and study skills

_____ for special projects

_____ student application

_____ administrator, guidance team and/or
psychologist

The responses to this question showed that the most common practice in the admission of students to a special program was through referrals by virtually any or all of the members of the teaching, administrative or supportive staffs. Referrals by classroom teachers only was reported by just four systems. No school system indicated the sole use of student applications for admission.

It was interesting to note that in only two school systems teachers referred students to the program to work on special projects. This indicated that teachers put much more emphasis on remediation than enrichment.

Table 5 summarizes the procedures used by the various school systems for the referral of students to these programs.

TABLE 5
MANNER OF ADMITTING STUDENTS TO THE PROGRAM

Kinds of Referrals	Frequency
Classroom teachers, student application and/or administrator, guidance team, and/or psychologist	9
Classroom teachers	4
Classroom teachers and/or administrator, guidance team and/or psychologist	3
Classroom teachers, and/or student application	2
Student application	0
No response	4

Reasons for Classroom Teachers' Referrals	Frequency
For needing special help in reading and study skills	17
For special projects	2

One respondent indicated that his school system used testing procedures as one of its bases for admission. This item was not specified in the questionnaire because it was assumed that some form of evaluation, formal or informal, was used by those who referred students to the program.

Another questionnaire had the following notation alongside the seventh question: "includes almost all students in some schools." Since this same questionnaire stated that their

program was called, "Reading in content areas," this response indicated that this program had a broader scope than some of the others included in this survey.

Another comment placed at this point in one of the questionnaires stated that although many of the items in the questionnaire applied to programs in their system, there was a basic difference in their approach because their objective was "to help individual students -- not to serve as resource persons to content area teachers." (the underscoring contained in this quotation was included as part of the original comment) The indication here was that this program did not really belong in the category of a program designed to help content area teachers. This respondent probably misinterpreted the instructions which followed the fifth question. Only respondents having special programs making the services of reading specialists available as resource persons to assist content area teachers were asked to complete the remaining questions on the questionnaire.

The eighth and ninth questions both dealt with referral forms and were stated as follows:

8. Do you have a special referral form to be used when recommending students for the content area reading program?

Yes _____

No _____

9. If "yes", please check the kinds of information requested on this form:

_____ areas of reading difficulty

_____ achievement test scores

_____ reading level scores
 _____ I. Q. scores
 _____ other; please describe: _____

Only those individuals who indicated the use of referral forms in the eighth question were asked to check the appropriate categories in the ninth question.

Table 6 summarizes the information gathered from the answers to the eighth and ninth questions, except for the comments made in response to the last category in the ninth question: "other; please describe."

TABLE 6
 REFERRAL FORM FOR ADMISSION OF
 STUDENTS TO PROGRAM

Yes	No	Varies	No Reply
6	8	6	2

Kinds of Information Requested on the Form	Frequency
A	1
B	1
C	2
A, B, and C	2
A, B, and D	1
A, C, and D	1
B, C, and D	1
A, B, C, and D	4

Note: Key to letter categories:
 A - areas of reading difficulty
 B - achievement test scores
 C - reading level scores
 D - I. Q. scores

The last category to the ninth question which read, "other: please describe," received only two responses. One stated that "most use an informal note giving information." The only indication about the kind of information given was a check before the first category, "areas of reading difficulty." The other response was: "Developmental history, school history. The WISC is required for most information. Also used Bender, WRAT, Boder spelling and others as deemed necessary."

One respondent did not check any of the categories listed under the ninth question but placed a note alongside which read: "Although no special form is used, all of these areas are considered when referrals to reading programs are made."

Since all but four of the responses indicated the use of at least three of the categories for admission to the special program, it was obvious that many of the systems utilized several criteria in their attempts to identify students needing special assistance in reading instruction.

None of the respondents returned copies of their referral forms as had been requested in a note on the questionnaire following the ninth question, which read as follows: "We would appreciate receiving a copy of your referral form with this questionnaire." One included a notation at this place that such forms would have to be gathered from the different schools. The implication, therefore, was that although this respondent was in charge of the secondary reading programs in his system, he did not maintain files of the different forms

used in the different schools in the system.

The tenth question was asked to determine how long students assigned to the content area reading program center remained in the program. It was stated as follows:

10. How long are students assigned to this special program?

_____ a month or less

_____ a semester

_____ other: please describe: _____

The variety of responses to this question did not indicate enough of a pattern for presentation in tabular form. On only one questionnaire were all three of the categories checked; on another, only the second and third categories; on a third, only the first category was checked; and on a fourth, only the second category was checked. Of the remaining eighteen respondents, twelve checked the third category, and six did not respond. Thus, the pertinent information relative to the tenth question came from the answers to the third part of the question: "other: please describe."

Six of the responses indicated there was much flexibility in the time spent in the program, ranging from three weeks to one year. Five of these six gave one year as the maximum amount of time for any one student's enrollment. Five of the remaining eight responses indicated that the students stayed until improvement took place, or, as one replied, until interest waned. The other three indicated

that the time depended on the teacher who asked that the student be placed in the program.

The trend indicated in the responses to the tenth question was toward adapting the length of time spent in programs assisting individual students with content area reading skills to the needs of the individual student.

The eleventh and twelfth questions, which concerned the giving of credits and grades respectively for time spent in special content area reading programs, read as follows:

11. Do students receive credit towards graduation requirements for the time spent in this special program?

Yes _____

No _____

12. Are students graded for the work they do in this program?

Yes _____

No _____

Seventeen systems reported on their credit and grading policies. Of these seventeen systems, ten indicated they gave credit, and twelve indicated they gave grades for the time spent in the special program. Two respondents who replied "yes and no" are included in these totals. They noted that the practice depended on the program in the individual schools in their systems.

Another respondent, who checked "yes" in answer to the eleventh question on the granting of credit, noted that the credit was given in the subjects from which the students came to the program.

Since these two questions dealt with closely related topics, the responses to them have been tabulated in a single table, Table 7.

TABLE 7
CREDIT AND GRADING POLICIES

Credit Received				Grade Received			
Yes	No	Yes and No	No Reply	Yes	No	Yes and No	No Reply
9	7	1	5	10	5	2	5

The answers to the eleventh and twelfth questions indicated support for the traditional procedures of awarding credits and grades in the relatively new approaches to helping students improve their reading skills through the teaching of reading skills in the content areas.

The thirteenth and last question dealt with the subject of what grading systems were used. It read as follows:

13. If "yes", what grading system is used:

Although the responses indicated much variation in grading systems, the traditional approach to using several points in the scale of evaluation appeared to be used more than the newer two-point system such as "Satisfactory" or "Unsatisfactory." The responses to the thirteenth question are tabulated in Table 8.

TABLE 8
GRADING SYSTEMS USED

Kind of System	Frequency
A, B, C, D, E, F	5
E, S, M, I, F ^a	1
S or U ^b	2
1, 2, 3, 4, 5	1
P or N ^c	1
No reply	9
Other ^d	3

^aNo explanation was given as to the meaning of the letter used.

^b"S" stands for "Satisfactory" and "U" stands for "Unsatisfactory."

^cThe explanation accompanying this response stated that "P" indicated credit will be given, and "N" indicated that no credit would be given. This was the system followed in the Specific Language Disabilities Program (SLD Program) in this school system.

^dIn each of these three instances, the grade was given by the content area teacher after conference with the reading resource teacher as a part of the student's grade.

The response relative to the Specific Language Disabilities Program (SLD Program) carried a notation that this program was for the hard core problem which reflected the multi-racial, diverse population of the city in which it was

located. It was probable that this special program did not properly belong in the category which was being surveyed, that of teaching reading through the content areas. In addition, the respondent to this particular questionnaire also noted that the system had "Individualized Reading Centers" for others who presumably needed remediation. The implication here, also, was that these centers were not organized to teach reading through the content areas.

The analysis of the responses contained in Chapter IV appeared to substantiate the development of trends to broaden attempts to provide reading help on the secondary level through involvement of the content area teachers. It was also evident that these attempts involved a variety of approaches in the school systems which participated in the survey through their completion of the questionnaire.

CHAPTER V

SUMMARY AND CONCLUSIONS

Procedure

The purpose of this study was to learn what approaches were being used in senior high schools in public school systems in selected cities to teach reading skills through the content areas. Initially, a check was made of the historical background of teaching reading in senior high schools. Next, literature relative to the teaching of reading skills through the subject areas in senior high schools was reviewed. The scope of this review was not exhaustive due to the limitations of time allowed for the completion of this study. This was followed by an outline of the CAST Program (Content Area Support Team Program) in operation at Riverside High School in Milwaukee, with which the writer is associated. The procedures used in the implementation of this program were described briefly since they provided the background for the drafting of the questionnaire which was used to secure information on current practices in teaching reading in senior high schools in selected public school systems in major cities in the United States.

Letters were sent to the superintendents of the public school systems in the thirty-nine cities in the United States

having populations of 350,000 or more, excluding Milwaukee, asking for the names of the individuals in their systems who had charge of the reading programs in the secondary schools. The names of thirty-five individuals from twenty-two cities in seventeen states and the District of Columbia were secured from their replies. A thirteen-item questionnaire requiring multiple-choice or short answer responses was sent to these thirty-five individuals.

Twenty-five questionnaires were returned. The responses from twenty-two of them, representing seventeen school systems from fourteen states and the District of Columbia, were tabulated and discussed. Three questionnaires were deemed unusable for various reasons.

Findings of the Study

The review of the historical background of the place of reading in the secondary school revealed that little attention was given to reading instruction until World War II indicated that there were gross deficiencies in the quality of reading achievement among high school graduates. This discovery, coupled with the development of today's technologically-oriented society, placed pressure on high schools to give attention to teaching reading. Earliest efforts were placed on remedial reading approaches.

Following 1960, more emphasis was placed on developmental and corrective techniques, although the majority of the school systems continued to emphasize remedial programs. With

the advent of the seventies, increased stress was placed on the development of all-school reading programs. Remedial approaches were to be reserved for the most severely disabled readers. Developmental and corrective programs were to be implemented primarily through the efforts of the content area teachers. At present (1972) the most qualified reading people are urging a complete shift from remedial reading approaches to emphasis on teaching reading skills through the content areas.

The data from the questionnaires included as part of this study supported the trends indicated in the literature. All respondents indicated the existence of reading instruction to some degree in their systems. Most appeared to provide this instruction through the use of a combination of remedial reading classes and learning centers to which students experiencing difficulties in the subject areas could be sent for instruction. Although an exact percentage cannot be given, few of the systems indicated that they provided reading consultant assistance for classroom teachers. The wide variety of approaches used defied attempts at exact categorization. However, general trends appeared to follow those found in the literature: that is, the direction in which secondary reading programs appear to be headed today is toward placing more responsibility with the classroom teacher assisted by the reading consultant and away from remedial reading classes taught by reading specialists.

Conclusions

Responses to each of the thirteen questions in the questionnaire provided some general conclusions which are summarized as follows:

1. Are there any reading programs for secondary students?

All replied that there were such programs in their school systems.

2. Do these programs fall into such categories as remedial reading classes, developmental reading programs, or special learning centers, or are they combinations of these different approaches?

Most replied that their programs combined some or all of these approaches. Only one respondent reported offering remedial reading classes alone.

3. Is there any space provided within the buildings for the reading programs?

Most, although not all, of the systems allocated specific space within the buildings for their reading programs.

4. Do the furnishings and equipment of reading or learning centers include carrels, carpeting, file cabinets, shelving, screens, lounge chairs, tables, desks, or other miscellaneous items?

Most of the centers were equipped with carrels, carpeting, file cabinets, shelving, screens, tables and desks. A few had lounge chairs. Some had drapes and

lamps. Miscellaneous items included such audiovisual equipment as controlled readers, filmstrip projectors, tape recorders and cassettes. One listed a television screen for closed circuit television. Another included books and magazines. It may be assumed that other respondents did not think of books as furnishings.

5. How many students can be accommodated in the learning centers simultaneously per period and per day?

The number that could be accommodated simultaneously ranged from five to thirty per period and from fifty to 150 per day.

6. If there are special programs designed to assist content area teachers teach the reading skills needed in their subject areas, what are they called?

Twenty different titles were listed. Only one title was used by more than one system; three systems used this title, "Reading in the Content Areas."

7. Are students referred to the special programs by classroom teachers, through individual student requests, or by members of the administration, guidance teams, or psychologists?

Most systems admitted students on the basis of referral by classroom teachers, members of the administration, guidance teams or psychologists. A few used student requests, but none relied solely on them. Only a small number relied solely on classroom teachers, who in most instances, referred students for help in reading and stu

skills needed in their subject areas. Very few teachers referred students for help with special projects.

8. Is a special referral form used when referring students to the content area reading program?

Few systems indicated they used special referral forms; most appeared to rely on informal verbal contacts.

9. Which of the following kinds of information is requested when students are being referred to the special program: areas of reading difficulty, achievement test scores, reading level scores, or I.Q. scores?

Most respondents indicated that they used a combination of at least three of the four areas mentioned. Four replied that they requested all four kinds of information.

10. Are students assigned to the program for a month or less a semester, or a longer period of time?

No pattern appeared in the responses to this question. The time ranged from three weeks to a year, although much flexibility was indicated in decisions on the length of time students remained in the program.

11. Is credit given for the time spent in the program?

Approximately half of the systems indicated they gave credit to students enrolled in reading programs. Some indicated that giving credit was part of the classroom teacher's responsibility.

12. Are grades given to students enrolled in the program?

Again, approximately half of the systems indicated that

students were graded for their work in the program. In several instances, the grade was given by the classroom teacher.

13. What system of grading is used?

The traditional letter method of grading was used by the majority of those systems which indicated they gave grades.

The implications from these conclusions are that the public school systems in the major cities in the United States are expanding their programs in reading instruction in the high schools. The former emphasis on remedial reading classes appears to be giving way to efforts to assist more students experiencing learning problems in subject areas due to reading deficiencies through the establishment of learning centers. The variety of approaches used indicates almost complete lack of uniformity among programs. Only a few systems indicated that they provided direct assistance to classroom teachers in handling reading instruction pertinent to their particular content areas. The inference is that more emphasis needs to be placed on utilizing the services of reading consultants or reading resource teachers to assist classroom teachers assume more responsibility for the teaching of reading skills in their special subject fields.

Suggestions for Further Research

1. This study could be limited to a single major public school system, such as New York City, with each high school in

the system being surveyed individually for innovative approaches to teaching reading through the content areas.

2. A study could be made to determine how many secondary teachers in the public school systems of selected cities have taken reading courses, what the course content included, and whether teachers found the course contributing to their effectiveness in the classroom.

3. A survey of the literature could be undertaken to develop a bibliography of articles dealing with techniques found helpful in teaching the specific study skills needed in each of the four major content areas, English, social studies, science and mathematics.

4. A study could be made of the public school systems in selected cities to determine the availability of reading resource teachers or reading consultants at the secondary level and to obtain data relative to the scope of services rendered.

Appendix A
Letter to Superintendent

February 22, 1972

Dear Sir:

Under the sponsorship of Cardinal Stritch College, I am making a study of special programs which have been implemented in secondary schools to deal with reading problems associated with the content areas. This study is being conducted as partial fulfillment of the requirements for a Master's Degree.

I would appreciate your allowing me to include your schools in my study, and, therefore, would like to contact the person or persons in charge of the reading program for secondary schools in your city. Would you please list, on the enclosed form, the names, positions, and mailing addresses of this individual or these individuals? May I please have this information by March 5?

Enclosed is a stamped, self-addressed envelope for your reply. Thank you for your assistance.

Sincerely,

(Mrs. Adele S. Vollmer)
3442 N. 93 Street
Milwaukee, Wisconsin 53222

Enc.

Appendix B
Form for Listing Names of Persons
in Charge of Reading Programs
in Secondary Schools

Please list the names of the person or persons in charge of the reading programs in the secondary schools in your city.

NAME _____

POSITION _____

ADDRESS _____

NAME _____

POSITION _____

ADDRESS _____

NAME _____

POSITION _____

ADDRESS _____

NAME _____

POSITION _____

ADDRESS _____

Appendix C
Cover Letter and Questionnaire

March 20, 1972

Dear

Enclosed is a questionnaire on special secondary reading programs. This inquiry is being conducted in partial fulfillment of the requirements for a Master's Degree in Reading at Cardinal Stritch College.

All of the following questions can be answered by checking the appropriate responses or making brief notations in a few instances. I would appreciate your answering, as completely as possible, this questionnaire and returning it to me in the enclosed self-addressed envelope by April 10. Thank you for your time.

Sincerely,

Adele S. Vollmer

(Mrs. Adele S. Vollmer)
3442 N. 93 Street
Milwaukee, Wisconsin 53222

Enc.

QUESTIONNAIRE ON SPECIAL SECONDARY
READING PROGRAMS

1. Do you have special reading programs for secondary students?

Yes _____

No _____

2. If "yes", into which of the following categories do they fall: (Please check all that apply)

_____ remedial reading classes only

_____ developmental reading classes only

_____ both remedial and developmental reading classes

_____ special program(s) in which a reading specialist is utilized as a resource person to assist content area teachers to meet reading needs of students in their classes

3. Is there a room or space designated exclusively for this program?

Yes _____

No _____

4. If "yes", please indicate the furnishings in this room by checking all of the following that apply:

_____ carrels

_____ permanent; number: _____

_____ free-standing; number: _____

_____ carpeting

_____ file cabinets

_____ shelving

_____ screen

_____ lounge chairs

_____ tables

_____ desks

_____ other; please describe: _____

QUESTIONNAIRE ON SPECIAL SECONDARY
READING PROGRAMS

PAGE 2

5. How many students can be accommodated simultaneously in this room?

_____ per period

_____ per day

If you have a special program making the services of a reading specialist available as a resource person to assist content area teachers, please answer the following questions:

6. What is this program called: _____

7. How are students admitted to this program? Please check all that apply.

_____ referral by classroom teachers

_____ for needing special help in reading and study skills

_____ for special projects

_____ student application

_____ administrator, guidance team and/or psychologist

8. Do you have a special referral form to be used when recommending students for the content area reading program?

Yes _____

No _____

QUESTIONNAIRE ON SPECIAL SECONDARY
READING PROGRAMS

PAGE 3

9. If "yes", please check the kinds of information requested on this form:

_____ areas of reading difficulty

_____ achievement test scores

_____ reading level scores

_____ I. Q. scores

_____ other; please describe: _____

(We would appreciate receiving a copy of your referral form with this questionnaire)

10. How long are students assigned to this special program?

_____ a month or less

_____ a semester

_____ other; please describe: _____

11. Do students receive credit towards graduation requirements for the time spent in this special program?

Yes _____

No _____

12. Are students graded for the work they do in this program?

Yes _____

No _____

13. If "yes", what grading system is used:

Appendix D
Thirty-Nine Cities Included
in Initial Survey

Thirty-Nine Cities Included in Initial Survey

Atlanta, Georgia
Baltimore, Maryland
Boston, Massachusetts
Buffalo, New York
Chicago, Illinois
Cincinnati, Ohio
Cleveland, Ohio
Columbus, Ohio
Dallas, Texas
Denver, Colorado
Detroit, Michigan
Fort Worth, Texas
Houston, Texas
Indianapolis, Indiana
Jacksonville, Florida
Kansas City, Missouri
Long Beach, California
Los Angeles, California
Louisville, Kentucky
Memphis, Tennessee
Minneapolis, Minnesota
Nashville-Davidson Public Schools,
Tennessee
Newark, New Jersey
New Orleans, Louisiana
New York, New York
Oakland, California
Oklahoma City, Oklahoma
Philadelphia, Pennsylvania
Phoenix, Arizona
Pittsburgh, Pennsylvania
Portland, Oregon
St. Louis, Missouri
San Antonio, Texas
San Diego, California
San Francisco, California
San Jose, California
Seattle, Washington
Toledo, Ohio
Washington, D. C.

Appendix E
Cities Which Participated in Survey
and Their Coded Numbers

**Cities Which Participated in Survey
and their Coded Numbers**

1. Atlanta, Georgia
2. Baltimore, Maryland
3. Cincinnati, Ohio
4. Cleveland, Ohio
5. Columbus, Ohio
6. Detroit, Michigan
7. Kansas City, Missouri
8. Kansas City, Missouri
9. Los Angeles, California
10. Los Angeles, California
11. Memphis, Tennessee
12. Memphis, Tennessee
13. Oklahoma City, Oklahoma
14. Oklahoma City, Oklahoma
15. Oklahoma City, Oklahoma
16. Seattle, Washington
17. Washington, D. C.
18. Denver, Colorado
19. Jacksonville, Florida
20. Boston, Massachusetts
21. Phoenix, Arizona
22. Philadelphia, Pennsylvania

Appendix F

**CAST Program Form for Student Referral for
Help With Reading and Study Skills**

REFERRAL FORM - CAST CENTER (READING)

STUDENT'S NAME _____ DATE _____

HOMEROOM _____ GRADE LEVEL _____ REFERRED BY _____

CONTENT AREA _____ HOUR THE CLASS MEETS _____

STUDENT'S ABILITY LEVEL (CHECK ONE) STANDARDIZED READING TEST

____ ABOVE AVERAGE

SCORE FROM STUDENT'S

____ AVERAGE

GUIDANCE FILE _____

____ BELOW AVERAGE

DATE OF STANDARDIZED

TEST _____

DOES THE STUDENT HAVE A STUDY HALL? _____ IF SO, WHEN? _____

BASED UPON YOUR OBSERVATIONS OF THE STUDENT, PLEASE INDICATE
HIS AREAS OF WEAKNESS (NOT ALL OF THE BELOW WILL APPLY IN
YOUR CONTENT AREA).

____ USE OF SYMBOLS AND ABBREVIATIONS

____ USE OF TABLES

____ USE OF GRAPHS

____ USE OF MAPS

VOCABULARY

____ DICTIONARY SKILLS

____ UNDERSTANDING WORD MEANING IN CONTEXT

____ WORDS WITH SPECIALIZED MEANING IN YOUR CONTENT AREA

____ UNDERSTANDING MEANINGS OF COMMON PREFIXES, ROOTS, &
SUFFIXESCOMPREHENSION

____ FINDING THE MAIN IDEA

____ UNDERSTANDING FIGURATIVE LANGUAGE AND IMAGERY

____ UNDERSTANDING THE SEQUENCE OF IDEAS

____ FOLLOWING DIRECTIONS

____ ADJUSTING RATE TO THE NATURE AND PURPOSE OF THE MATERIAL

OTHERS _____

ADDITIONAL COMMENTS: _____

Appendix G

**CAST Program Form for Student Referral
for Enrichment**

REFERRAL FORM - LEARNING CENTER
(ENRICHMENT - SHORT TERM)

STUDENT'S NAME _____ DATE _____

HOMEROOM _____ GRADE LEVEL _____

REFERRED BY _____

CONTENT _____

Materials to be used by the student _____

*Date and hour of preference, if any, for use of the
center _____

*Student may be referred during study hall or class period.

Appendix H

**CAST Program Description of Program
and Referral Procedure**

CAST CENTER

OBJECTIVE: Teach reading through the content areas.

- HOW:**
1. Through CAST Center materials which teach reading and listening skills basic to all content areas.
 2. Through Cast content area materials which can be used in teaching reading.
 3. By CAST Center staff assisting the content area teachers in making reading instruction an integral part of their classroom teaching.
 4. By using the three reading specialists, three paraprofessionals, and three aides, as well as the materials, as effectively as possible in teaching reading both in Room 209 and in the Classroom.

If you want to consult the CAST personnel or use the materials, come to Room 209 and see:

Mrs. Vollmer - Social Studies
Mrs. Schriver - Math and Science
Miss Sheahan - English

REFERRALS

There will be three types of referrals to the CAST Center:

1. Satellite students who will use only the carrels for independent study and will not have access to materials in the CAST Center unless the content area teacher gives a direct assignment involving CAST Center materials.
2. Students who are referred for short term enrichment in a content area. These students will be permitted to use any material in the CAST Center under the advisement of the content area teacher; that is, the staff in the CAST Center will not be responsible for the selection of these materials. In order for a student to use the material (for example, cassettes, tapes, filmstrips), a referral slip must be made out by the content area teacher at least two days in advance. Provided there are no conflicts, the staff in the CAST Center will return an acceptance slip. The classroom teacher should instruct the student to report directly to the CAST Center on the assigned day. Attendance will be taken in the center. Again, the student will not be given instruction by the professional staff, but will use materials under direction from the classroom teacher for whatever value the materials may have in a particular class.
3. Students referred for reading instruction on a long-term basis. These students must have reading problems in the content area (remember basics are not the only students with difficulties in reading content). These students will get direct instruction in reading by the staff. They will report on a given day or days to the center where attendance will be taken. If a student is absent or tardy, the classroom teacher will be notified. A progress grade will be sent to the classroom teacher for work accomplished in the center.

A few points to consider in the operation of the CAST Center and in referring students:

1. The center can accommodate a limited number, therefore, some referrals may have to be put on a waiting list.
2. The professional staff consists of three reading teachers who will only teach reading.
3. Students who are not benefiting from the center either because of attitude, absenteeism, or any other cause will be sent back to class (this includes all three types of referrals).

REFERRALS (continued)

Page 2

4. The center includes materials for all levels of students. We will attempt to balance the number of students at each level (basic, regular, and SA) each period so that the materials and staff can be used most effectively. In this way, the CAST Center can also be considered for all students at Riverside, not just students at one level.
5. If you have any questions, please feel free to contact us.

Appendix I

**CAST Program Statements of Duties of Staff --
Teachers, Paraprofessionals and Aides**

TEACHERS

The Teachers in the Learning Center will be expected to fulfill the following duties:

1. Act as team leaders in assuming and delegating responsibilities in the Center.
2. Design schedules.
3. Act as a resource person for students, aides, and para-professionals.
4. Train para-professionals and aides.
5. Accept and dismiss student referrals.
6. Grade students.
7. Determine instruction to be emphasized with individual students.
8. Determine materials that must be prepared for the classroom.
9. Know all the activities occurring simultaneously in the Center.
10. Work with students directly where it is deemed necessary.
11. Have conference with teachers before classroom visitations.
12. Act as resource persons to teachers.
13. Attend scheduled meetings.
14. Be conscious of maintaining the division of responsibilities of the para-professionals, aides, and teachers.
15. Concur on difficulties that may result from organization, personal contacts, and performance of duties.
16. Make final decisions in working with classroom teachers and within the Learning Center.

PARA-PROFESSIONALS

The Para-Professional in the Learning Center will be expected to fulfill the following duties:

1. Work directly with students in groups or individually on reading problems.
2. Assist the reading teacher in the selection of appropriate materials for students.
3. Supervise students in the Learning Center, including assisting them with individual problems in the use of soft and hardware.
4. Assist students in operating audio-visual machines, such as phonographs, filmstrip projectors, and cassettes.
5. Assist reading teachers in requests for presentations in the classroom.
6. Assist reading teachers in the preparation of materials.
7. Know about and understand all the materials in the content area in which he is involved.
8. Attend meetings with content area teachers and reading teacher in order to provide assistance where possible.

AIDES

The General Aide in the Learning Center will be expected to fulfill the following duties:

1. Reproduce materials - mimeographing, thermafax, rexograph, and cassettes.
2. Type (including masters and stencils).
3. Put up bulletin boards.
4. Process student passes and assist in keeping attendance.
5. Process materials.
6. Assist in correcting papers.
7. Make progress charts.
8. Repair, stamp, file, and maintain soft and hardware.
9. Maintain an atmosphere of learning by keeping the room and paper work involved orderly.
10. Attend meetings with the CAST and perform additional duties at the discretion of the professional staff.

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UNPUBLISHED MATERIAL

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